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## Lawmaking: Teacher's Manual

Richard Balnave and Anchorage School District

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### **Suggested citation**

Balnave, Richard; & Anchorage School District. (1976). *Lawmaking: Teacher's Manual*. Law Related Education Project. Anchorage, AK: Anchorage School District; Criminal Justice Center, University of Alaska Anchorage.

### **Summary**

In 1976, Anchorage School District (ASD) and the Criminal Justice Center at University of Alaska, Anchorage, collaborated to develop a law-related curriculum for 5th, 6th, 7th, and 8th-grade classrooms, with teacher's manuals written to supplement the basic texts chosen for the program, the "Law in Action" series by Linda Riekes and Sally Mahe Ackerly (West Publishing Company, 1975). This teacher's manual for the unit taught to fifth-graders, "Lawmaking," focuses on how our laws are made. The teacher's manual reflects improvements to the original lessons, supplementary classroom activities, supplementary media, and inclusion of Alaska-specific content such as information about the Alaska Legislature and other legal bodies in Alaska, the steps in the passage of a law in Alaska, and Alaska community resources. Supplementary material in this teacher's manual does not cover every lesson in the original "Law in Action" unit.

### **Additional information**

See *Law Related Education Project: Final Report* by Richard Balnave (1976) for a description of the project under which this teacher's manual was developed. All four supplementary teacher's manuals developed under this project are also available in Scholarworks@UA::

- "Lawmaking: Teacher's Manual" (5th grade);
- "Youth Attitudes and the Police: Teacher's Manual" (6th grade);
- "Courts and Trials: Teacher's Manual" (7th grade);
- "Juvenile Problems and the Law: Teacher's Manual" (8th grade).

ANCHORAGE SCHOOL DISTRICT

LAW-RELATED EDUCATION PROJECT

LAWMAKING

TEACHER'S MANUAL

Teacher:

The suggestions offered in this Teacher's Manual come from the 20 teachers who participated in the Law Related Education pilot program at the end of the 1975-76 school year. We would like to share our experiences with you in the hope that the program can grow stronger as a result of our experiences.

Our prefatory comments:

- The teacher's edition of the classroom book is distinguished from the student edition only by the red print. The student edition is exactly alike, minus the red print.
- The book should be used as a "framework" for your classroom program, but should not be the whole program. There is a great deal of room for enrichment materials to serve as supplements to the lessons offered in the book.
- Before beginning our commentary related to the specific lessons, we would like to bring to your attention the information regarding available A-V materials and Community Resources, both of which require some advance planning. See the introductory pages of this manual.
- It took most of the pilot teachers a full quarter to complete their program, most of them teaching "law studies" two or three times each week.
- Toward the end of this teacher's manual, you will find brief analyses of some of the different teaching methods appropriate to law-related education. We hope they prove to be useful refreshers.
- Although the books appear to be "consumable," please ask your students not to write in them. They must be used by other classes.

We hope you enjoy using this law-related education "kit." Have fun!

Rich Balnave  
Coordinator  
Law-Related Education Project



Providing opportunities for your students to meet community resource people -- whether through field trips or class visits -- requires advance planning. Now is the time to contact the school district Community Resources office to set things up.

The following lessons would be appropriate times for your students to get involved with their community:

- Lesson # 5
- Lesson # 10
- Lesson # 13

# LAW - RELATED COMMUNITY RESOURCES ANCHORAGE, ALASKA

- Anchorage Police Dept.\*
- Alaska State Troopers\*
- Military Police\*
- U.S. Marshall's Office\*
- Criminal Court\*
- Civil Court\*
- Small Claims Court\*
- Municipal Court\*
- Traffic Court\*
- Divorce Court\*
- Juvenile Court\*
- Federal Court
- Anchorage Town Assembly\*
- State Regulatory Agency
- Federal Regulatory Agency
- Legislative Info. Office\*
- Lobbyist (consumer, environmental)
- Alaska Children's Shelter
- The Open Door (drug counseling)
- The Family Rap ("heavy" drugs)
- Child Abuse Board
- The Family Institute
- Alaska Youth Advocates\*
- Public Defenders Office
- Prosecutors Office
- Bar Assoc. Attorneys\*
- F.B.I.\*
- Probation Officer\*
- Eagle River Corr. Facility\*
- Shoplifting/Security Personnel\*  
(large dept. store staff)

\* denotes the Community Resource is available through the Anchorage School District Community Resource Center. Call Pat Gold at 279-4626 if your class would like to visit or be visited by one of these people.

# WHAT DO YOU KNOW ABOUT THE LAW?

# LESSON

## Objective:

**Students should be stimulated to learn about the law and lawmakers.**

- What you see in your Teacher's Manual as Lesson 1 is actually a duplication of what is shown on the filmstrip called "Law-making." Each page in your Teacher's Manual is an exact duplicate of a frame of the filmstrip. In the back of this Teacher's Manual you will find a short description of how to use the silent-stop filmstrip. Now is the time to read that section. The portion of the filmstrip that deals with writing a proposal (pages 7-11 of the book), can become quite involving for your students if you decide to spend some time on it. During the pilot program, two separate elementary classes at Homestead Elementary School wrote proposals to meet their needs. One dealt with swimming lessons for the students and the other dealt with putting their baseball field in good shape. The following two pages are duplicates of the proposals written up by the students.
- On page 25 of this lesson, "Values Line" appears. If you have little experience with the teaching method known as "Values Clarification" see the brief analysis of it which appears at the end of this manual.

When using a "Values Line", you could ask your students to:

- (1) Stand at the line (row at a time) if you have many students:
- (2) Draw a slash through the line, and initial it, at the point which reflects their own feelings and values.

If you like a well decorated room, you could make a "Values Line" by stretching some yarn across the room. The students would write their names on index cards which would be attached to the line by paper clips. If you leave the line up for several days or weeks, students might move their names along the line as their self-awareness develops through class discussion.

# WHERE DO LAWS COME FROM?

## LESSON<sup>2</sup>

### Objective:

**To discuss that laws evolve from the values that people who make the laws hold important.**

- The basis of this lesson is the idea that every law in our society should reflect the values of our society.

When doing the activity suggested by this lesson, keep in mind that values are personal, and we ought not to force students to declare their own values. For example, we ought not to go around the room and ask each and every student to tell us what they have written in the fill-in the blank exercise at the beginning of Lesson 2. We should always allow a student to "pass".

# WRITING A BILL

# LESSON 5

## Objective:

**Students should become involved in writing their own bills.**

- In this lesson, it might be appropriate to bring in an attorney, or a member of the town assembly. If you choose to do this, you should do it after all the students have already written their bills. After finishing their writing the students could share the problems they had in drafting a well-worded bill. These problems are what you might want to share with the attorney or town assembly person. In addition, you might want to ask the resource person how they go about drafting a bill. For example, do they solicit information from various groups, so that they can write an intelligent bill? Who does the actual writing? How long does it take to write a bill?



# FIND THE AMENDMENT

# LESSON

## **Objective:**

**The student should become aware of the existence of some of the laws found in the amendments to the U.S. Constitution.**

The objective of this lesson is to familiarize students with some of the laws derived from the U. S. Constitution. However, this lesson is designed in such a way as to become tedious to the student. It is too long, and the Constitution which appears in the back of the student's book is too difficult to read.

In order to deal with the "Readability" problem of the U. S. Constitution and Bill of Rights, Mrs. Jo King and I have re-written some of the amendments to the Constitution to be more readable to elementary school students. This re-written Bill of Rights, along with some other amendments, appears at the back of this Teacher's Manual.

If you were to use the re-written Constitution, you could assign your students number 5, 6, 7, 8, and 9 from this lesson. The assignment would be much shorter than the one presented in the book and the document would be much easier to read.

## Objective:

**The student should grapple with hard Constitutional issues which arise when basic rights come into conflict.**

- This lesson contains several small cases which actually went all the way to the U. S. Supreme Court. The students are expected to "Grapple" with the difficult issues represented by these cases. When discussing these cases, the emphasis should not be on the rules of law, which the Court eventually delineated. The rules are numerous, sometimes technical, and constantly undergoing slight changes. Rather, the emphasis should be on encouraging the student to judge the rule according to their own conceptions of FAIRNESS. Each student is capable of doing this, and will benefit by the careful thinking that is required when questions of "FAIRNESS" are raised.

Keep in mind, that when conflicts such as those dealt with here go to the U. S. Supreme Court for decision, the conflicts inevitably involve competing values. This conflict is very seldom a conflict between a good value and a bad value. Such a decision would be easy to make. Instead, the conflict is usually between a good value and another good value.

- When discussing cases such as those presented in this lesson, you have a terrific opportunity to encourage your students to think in a more rigorous and analytical fashion than they are used to. You ought to be sure that the student identify at least two good values which are in conflict in each case. After identifying the two good values, the student should develop arguments for each side as though they were trying to persuade the judge that that value should prevail. In managing this task, you might divide your class into various "law firms" and assign each "firm" one side of the argument. Their task would be to represent that client, and try to persuade that judge parenthetically students or teacher that their side is the right side. Or, you could handle these cases in a debate fashion. When your class has developed all the arguments that you think can be developed, you might want to list them on the blackboard so that the students would be able to see them all at once. This will aid the students when the time comes to weigh one side's arguments against the other. Before making a final judgement as to what is "fair", the students should test each others arguments by applying them to slightly different fact situations. What seems like a good rule in one situation often times will appear to be a weak rule when applied to a new situation. In the end, the class should make a judgment as to which side of case should prevail.

- For further comments about how to handle these cases, see the section at the back of this manual called "Case-Studies".

# HOUSE OF LAWMAKING

# LESSON 11

## Objective:

**The students should know of the structure of the lawmaking bodies at the federal, state, and local level. The students should be familiar with some of the lawmakers who represent them and what these people do.**

In preparation for making the "House of Law-Making," the students are asked to fill out the assignment sheet on page 58 of their books. If we look upon the assignment sheet as a way of getting the students to memorize the names of public officials, then we are missing the boat. It would be a tedious and difficult assignment if that were all we were interested in. Instead, we should be asking ourselves, "How can we find out who our public officials are?" Prior to handing out the assignment sheet to the students, time should be spent addressing that very question. Ask the students to imagine that they are very concerned about a public issue. Ask them how they would go about finding out who they could contact. In the Teacher's Manual, the note to the teacher suggests that sources of information for this assignment sheet include the League of Women Voters, The Board of Election Commissioners, and local public libraries. In addition, you could also call either the Anchorage Daily News or the Anchorage Times, or the Court House Library. It is far more useful for the students to learn how to find information than it is for them to memorize the names of the officials.

Below is a listing of all of the officials asked for on the assignment sheet that you might not be familiar with:

(See following 2 pages)

#### ANCHORAGE ASSEMBLY

Sullivan, George M.  
Mayor  
Rose, David A.  
Chairman  
Knowles, Tony  
Vice-Chairman  
Besser, William A.  
Brannon, Ernest  
Cambell, James O.  
Chiei, Jr., Fred D.  
Dickson, George  
Hart, Richard (Dick)  
Marsh, Bernard L.  
Selkregg, Lidia L.  
Smith, Don

#### DISTRICT COURT

Dorothy A. Tyner  
Joseph J. Brewer  
John D. Mason  
Warren A. Tucker  
Virgil Vochoska  
Alexander O. Bryner  
Laurel J. Peterson

#### ALASKAN SUPREME COURT

Robert Boochever, Chief Justice  
Jay A. Rabinowitz  
Roger G. Connor  
Robert C. Erwin  
Edmond W. Burke

#### SUPERIOR COURT

Ralph E. Moody  
Seaborn J. Buckalew, Jr.  
Eben H. Lewis  
C.J. Occhipinti  
Peter J. Kalamarides  
James K. Singleton  
James A. Hanson  
J. Justin Ripley  
Victor D. Carlson  
Ray H. Madsen

#### U.S. SUPREME COURT JUSTICES

Warren E. Burger, Chief Justice  
Potter Stewart  
John P. Stevens  
William J. Brennan, Jr.  
Byron R. White  
Lewis F. Powell, Jr.  
Thurgood Marshall  
Harry Blackmun  
William H. Rehnquist

NINTH ALASKA STATE LEGISLATURE

1975 - 1976

(Prepared by the Legislative Affairs Agency 1/19/76)

SENATE

Bradley, W.E. "Brad"  
Butrovich, John  
Chance, Genie  
Colletta, Mike  
Croft, Chancy  
Ferguson, Frank  
Hohman, George  
Huber, John  
Kerttula, Jalmar  
Meland, H.D. "pete"  
Miller, Terry  
Orsini, Joe  
Poland, Kay  
Rader, John  
Ray, Bill  
Rodey, Pat  
Sackett, John  
Tillion, Clem  
Willis, Ed  
Ziegler, Robert

HOUSE OF REPRESENTATIVES

Anderson, Nels A., Jr.  
Beirne, Helen D.  
Beirne, M.F. "Mike"  
Bradley, Bob  
Bradner, Mike  
Brown, Fred E.  
Buchholdt, Thelma  
Cotton, Samuel R.  
Cowper, Steve  
Davis, Larry T.  
Duncan, Jim  
Eliaison, Richard I., "Dick"  
Fischer, Helen M.  
Freeman, Oral  
Gardiner, Terry  
Gruening, Clark  
Guy, Phillip  
Hackney, Glenn  
Haugen, E.J.  
Hershberger, H.M. "Mike"  
Huntington, James H.  
Itta, Branda T.  
Kelley, Ramona M.  
McKinnon, Joseph H.  
Malone, Hugh  
Miller, Mike  
Naughton, Edward F.  
Ose, Al  
Osterback, Alvin  
Ostrosky, Kathryn  
Parker, William K.  
Parr, Charles H. "Charlie"  
Rhode, Leo  
Rudd, Lisa  
Smith, Theodore G.  
Specking, Keith W.  
Sullivan, Susan  
Swanson, Leslie E. "Red"  
Urion, Richard K.  
Wallis, Tim

# A BILL BECOMES A LAW



## Objective:

**Students should learn how a bill becomes a law.**

- At the back of this Teacher's Manual you will find a chart which traces the steps that a bill takes to become a law. Your students might enjoy making a large chart that would cover one wall. In addition, "LAW-MAKING KIT," contains a source book for the teachers use called "The Making of Alaska Law." If you find the three pages describing the legislative process at the end of the teacher's book to be insufficient for your own knowledge, this source book would be what you are looking for. It is about 15 pages in length and should answer all your questions about how laws are made in Alaska.
- This lesson is perhaps the most enjoyable lesson in the book for students. In the pilot program, it received high praise from all the teachers. In fact, the students at one school (Jeanne Krasnowski's class at Gladys Wood Elementary School) liked the process so much that whenever a change in day to day class procedures is suggested, the students write up the proposed change in a form of a bill, and walk it through the procedure outlined in Lesson 12.

# THE LOBBYIST



## Objective:

**The students should learn the functions of a lobbyist in influencing legislation.**

This lesson is an excellent one in which to involve a community resource person. You could call the Community Resources Office of the School District, and request a lobbyist to come to your classroom. While it is true that most full-time lobbyists are found in Juneau, there are many part-time lobbyists that represent less moneyed groups here in Anchorage. For example, frequently the Director of a Local Environmental Group or Consumer Group will spend a few days each year lobbying in Juneau. This kind of person can be found in Anchorage the rest of the year. In addition, people on the public relations staff of the larger oil companies here in Anchorage might be capable of coming to your classrooms to describe his/her day, and how he or she is regulated by law.



# CONSTITUENTS

# LESSON 14

## Objective:

**Students should learn how constituents can influence lawmakers.**

- Below you will find sample letters that are written to legislators from citizens. If the students in your class are interested in any local issues, it might be fun for them to write letters to see what response they receive. You might have them look in the newspapers to identify some of the issues by looking in the editorials or in the letters to the editor.
- If a town assembly person visits your classroom, a good question to ask is this: What are the different ways that people use to try to persuade you when it comes time to vote on a piece of legislation? (Letters to your office, letters to the newspapers, picketing with signs in front of buildings, full-time professional lobbyists, what else?)

# VALUES CLARIFICATION

The following information is intended to help those of us who had little personal experience with Values Clarification as a classroom teaching strategy. It has been adapted from

Personalizing Education: Values Clarification and Beyond, by Leland and Mary Howe, Hart Publishing Company, Inc., N.Y., 1975.

## I. WHAT IS VALUES CLARIFICATION?

Values Clarification is not an attempt to teach students "right" and "wrong" values. Rather, it is an approach designed to help students prize and act upon their own freely chosen values. Thus, Values Clarification is concerned with the process by which students arrive at their values rather than the content of these values. To implement the Values Clarification approach in the classroom, the teacher uses strategies which help students learn to:

1. Choose their values freely.
2. Choose their values from alternatives.
3. Choose their values after weighing the consequences of each alternative.
4. Prize and cherish their values.
5. Share and publicly affirm their values.
6. Act upon their values
7. Act upon their values repeatedly and consistently.

These seven steps have come to be known as the valuing process of choosing, prizing, and acting. For a detailed discussion of this valuing process and the Values Clarification approach which grows out of it, consult Values and Teaching by Rath, Harmin, and Simon or Readings in Values Clarification by Kirschenbaum and Simon.

Why is it that Values Clarification is an important teaching strategy for lawrelated education?

Because, when confronted with legal problems and issues which

reflect several different sets of social values, the students are likely to experience varying degrees of confusion and conflict regarding their own values.....so, the time is right to do some clarifying exercises.

## II. GUIDELINES FOR USING THE STRATEGIES:

The following guidelines must be followed if the strategies are to be used successfully:

1. The teacher must be accepting and non-judgmental of student responses. Nothing kills personal inquiry quicker than verbal or non-verbal indications that the teacher is looking for and willing to accept only "right answers." The teacher must never use values clarification strategies to moralize or teach "correct values."
2. The teacher must encourage other students to be accepting and non-judgmental, thus promoting a climate of respect, trust, openness, and diversity in the classroom.
3. The teacher must respect, and demand that others respect, individual privacy. He must allow students to "pass" or not participate in any personal inquiry and values activities.
4. The teacher must not grade students on the personal or values content of their written and verbal responses.
5. The teacher must respect and protect the confidentiality of student responses and not report personal information gained via the strategies to individuals outside the classroom.
6. The teacher must model the behavior he hopes to elicit from students and be willing to open himself to personal inquiry even if the questions that students ask are difficult. Of course, the teacher also has the right to "pass." The teacher should participate in the strategies whenever possible. Frequently, particularly in the lower grades, she may need to wait until all the students have answered before giving her own answer, because many students will have trouble accepting the idea that the teacher is not necessarily supplying the "right" answer. The teacher may need to repeat each time she answers, "This is my value but it doesn't have to be your value. I believe that each person has a right to hold his own values, even if they are very different from mine."

## III. QUESTIONING STRATEGY:

Frequently, the value of the classroom activity will depend on the quality of the questions asked during the follow-up of the activity. Your questions must be neutral. That is, they must not suggest a "right" value; they must not lead the student

to a value decision predetermined by the teacher. Consequently, the ways in which questions are asked -- the actual words chosen -- become very important. The kinds of questions you will want to ask are those which will help the student:

1. Express his values, attitudes, beliefs, and viewpoint;
2. Clarify his position or feelings;
3. Examine the reasons for his views;
4. Consider the alternatives;
5. Analyze the consequences related to his position and other alternatives;
6. Make decisions about what is "right" or "good."

Now, we all know that it's "easier said than done." We have to get down to the real nitty-gritty (that's legal latin for "nitty-gritty") and figure out how to ask those sorts of questions. Below is a little chart which provides samples of how you might begin each of the types of questions described above:

|  |   |
|--|---|
| Expression of Position:                  | Where do you stand?<br>How do you feel about....?   |
| Definition/Clarification<br>of Position: | What do you mean by....?<br>Could you explain that further?                                       |
| Reasons for Position:                    | Why do you think you feel that way?<br>How do you think you arrived at<br>that view?              |
| Alternatives to Position:                | What are some alternative to your<br>position?<br>How might this be approached<br>in another way? |
| Consequences of Position:                | What might be the result if...?<br>What effect might that have upon...?                           |
| Evaluation of Position                   | Which appears most desirable?<br>functional? Why?   |

Below are sample sets of questions which may help to give you an idea of how to phrase the follow-up questions to your activity.

Set #1:

How do you feel about the (choice, action, situation) faced  
by \_\_\_\_\_?

What other ways could \_\_\_\_\_ (have acted/solved  
his problem)?

What would you have done?

Have you ever faced a similar problem?

What did you do?

What were the consequences of your action?

Set #2:

How do you feel about what took place?

Do you think such things happen often? Why?

What different attitudes do people have toward this problem?

What is your attitude?

Is there anything you can do about it? Is there anything you want to do?

What might happen if you did something?

Set #3:

What problem or problems are brought out or dramatized in this selection/picture? Which of these problems is of greatest concern to you?

Think of all the different possible ways that there are to solve or cope with this problem. List them.

Which of these alternatives do you think are the best solutions to the problem? Do your feelings support your thinking? If not, can you explain this?

Have you ever done anything about this problem in the past? Was it consistent with what you now think and feel is the best solution?

What were the consequences of what you did?

Can you think of anything you would want to do concerning this issue?

Others:

What are the consequences of the decisions we have made and the actions we have taken?

What are some alternative ways we could have handled that?

Are we making decisions and taking action that we want to take?

Are we proud of our actions?

Are we proud of our city?

Are we choosing freely?

What do our actions say about what we value?

Are our decisions and actions contradictory?

Is this really the kind of city we had in mind?

What are the problems we face?

What have we learned?

How do we feel about what is going on?

# ROLE PLAYING

The following information is intended to help those of us who have have little personal experience with Role Playing as a classroom teaching strategy. It has been adapted from

Three Teaching Strategies for the Social Studies, by  
Bruce Joyce, Marsha Weil and Rhoda Wald, Science  
Research Associates, Inc., 1972

## DESCRIPTION OF THE STRATEGY:

In role playing as a teaching strategy, students explore human relations problems by enacting or improvising problem situations and then discussing the enactments. Role playing gives participants a rich sample of human interaction to analyze in order to clarify behavioral alternatives, values, and conflicts. At the same time, because it is role-playing rather than a realistic situation, the participants can analyze their own behavior and submit their behavior to criticism without the punitive consequences likely to occur when a real conflict is explored. For example, in a role playing situation one can behave dishonestly and then carry on a discussion of honesty and dishonesty and one's own feeling about it. Through role playing one can also enter into unfamiliar roles. The class bully or leader can experience how it feels to be left out, shy, or made fun of. Role playing may also be considered a general process in which social problems are dealt with through action. Students define the problem, delineate alternatives, experience the consequences through role playing, and analyze the consequences. As a process, role playing develops inquiry skills and provides practice in decision making.

Role playing is not likely to be successful if one simply suggests it to the students, tosses out a problem situation, persuades a few children to act it out, and then conducts a discussion about their enactment. One well-developed model of role playing suggests that the activity consists of nine steps.\*

1. Warm up the group;
2. Select the participants;
3. Prepare the observers;
4. Set the stage;
5. Enact;
6. Discuss and evaluate;
7. Reenact;
8. Discuss and evaluate;
9. Share experiences and generalize.

These steps are described in a chart on the following pages.

This particular role playing model was developed by Fannie and George Shaftel.

| STEP                   | ACTIVITY   |
|------------------------|--|
| 1. Warm up the group   | Identify or introduce problem with a <ul style="list-style-type: none"><li>● simple, narrative, description</li></ul> Make problem explicit <ul style="list-style-type: none"><li>● use examples</li><li>● ask student for examples</li></ul> Speculate on or interpret story <ul style="list-style-type: none"><li>● "How might the story end?" or "What is Sam's problem and what can he do about it?"</li></ul>   |
| 2. Select participants | Describe roles <ul style="list-style-type: none"><li>● ask students what the character look like, what they feel like and what they might do.</li></ul> Choose role players <ul style="list-style-type: none"><li>● volunteers only</li><li>● avoid child who will give "adult-oriented, socially acceptable" interpretation.....it dampens discussion.</li></ul>  |
| 3. Set the stage       | Get inside the problem <ul style="list-style-type: none"><li>● Give students a few (2-3) minutes to plan their actions. No need to plan dialogue. (Prepare observers during this time)</li></ul> Restate Roles <ul style="list-style-type: none"><li>● Ask players to introduce themselves to the class.</li></ul> Set line of action <ul style="list-style-type: none"><li>● When they return to the class, ask a few questions; e.g., where the enactment is taking place, whether anyone else is present, etc. Be sure the students in the class have all their questions answered so that they understand the role play.</li></ul> |



4. Prepare the Observers

Assign observation tasks

- "Now when you watch, consider..  
Is it realistic?  
Which actions helped and  
which actions hurt?  
What alternatives might have  
been enacted?  
How did X-actor feel?

5. Enact

Begin Role Play

Maintain role play

Break role play

- whenever one alternative has  
been "played out."

6. Discuss and evaluate

Focus on action in role play

- behaviors and consequences

Shift to alternative proposals

- expected consequences

7. Reenact

Play revised roles, suggested next  
steps or behavioral alternatives

- this is the time when the stu-  
dents can try out their alter-  
natives, safely, to determine  
what the consequences might be.

8. Discuss and evaluate

As in step 6

9. Share experiences and  
generalize

Share similar experiences

Formulate general principles of  
conduct.

# CASE-STUDY

## I. WHAT GOOD IS IT?

The CASE STUDY approach

- encourages student thinking at the higher cognitive levels of analysis, synthesis and evaluation;
- is appropriate for teaching concepts;
- lends itself to a variety of teaching styles and uses.

## II. ANATOMY OF A LEGAL CASE:

1. Title of case; name of story.
2. Facts - a description of the circumstances which occurred that raised the legal question.
3. Issues - The legal problem(s) which result from the factual situation - posed as a question.
4. Arguments - The different reasons presented by the two adversaries for resolving the issues in favor of their respective sides.
5. Decision - How the Court answered the issue. The conclusion they came to.
6. Reasoning - What factors the Court took into consideration in reaching their decision on the issue.

## III. MATERIALS:

"Cases" can be actual court opinions, hypothetical stories, real stories (non-legal), films and filmstrips, incidents from literature (e.g., the Ugly Duckling, Aesop's Fables), newspaper stories, historical narratives.

# COMMUNITY RESOURCES

## - MEDIA -

The materials contained in local newspapers and other community publications can be very useful in a law studies program. The editorials and letters to the editor usually provide a wide range of viewpoints on current controversies and issues at the local, state and national levels, and are particularly useful in encouraging students to compare and contrast various points of view on a subject and to formulate conclusions based on reason and critical analysis.

The politically and socially oriented cartoons frequently appearing in newspapers can also be used by the law studies teacher to promote classroom discussion and to develop visual analysis skills in students.

An approach developed by the New York State Education Department\* to encourage VISUAL ANALYSIS of graphic materials by students relies upon five types of questions asked in the following sequential order:

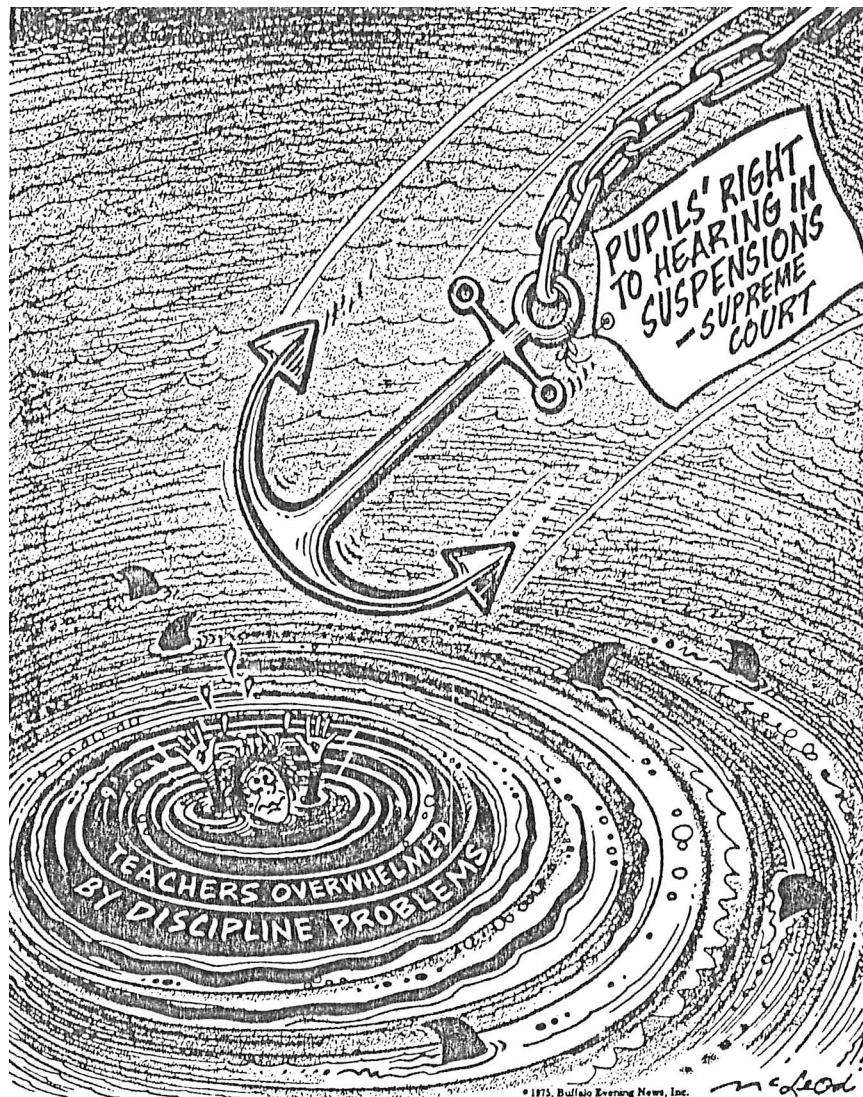
- 1) *Identification Questions*—focus on the elements in the visual.
- 2) *Relationship Questions*—establish associations between or among the elements in the visual.
- 3) *Analysis Questions*—center on interpreting the central theme or meaning of the visual.
- 4) *Application Questions*—seek to apply the main idea in the visual to different situations and/or new settings.
- 5) *Personalization Questions*—promote student expression and reflection upon their own beliefs and values as they relate to the central theme of the visual.

These questions are sequenced so that each successive type of question is highly dependent upon those which have preceded it. This approach may be used with pictures, charts, graphs, maps, cartoons, and any other visuals.

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\* This approach is fully discussed in Teaching About the Law, by Ronald Gerlach and Lynne Lamprecht, W.H. Anderson Co., 1975.

SAMPLE APPLICATION OF THIS QUESTIONING APPROACH:



‘Catch!’

The following discussion guide represents an application of the questioning approach described above, to the cartoon appearing here.

1) Identification Question

- Describe all the things you see in the drawing.

2) Relationship Question

- How are the things contained in the drawing related to each other?

anchor—tag  
sharks—person  
whirlpool—sharks  
whirlpool—person

[MORE]

3) Analysis Questions

- What point is the artist attempting to make through the drawing?
- What is the central theme of the drawing?

4) Application Questions

- Do you think this would apply to our school?
- Can you think of other situations that might be similar to this one?  
—in the school setting? —in the community?

5) Personalization Questions

- How do you feel about the artist's viewpoint? Do you agree or disagree with it?
- What, if anything, do you think should be done concerning this subject? How? Why?

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Police. See LAW ENFORCEMENT

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## U.S. - POLITICS AND GOVERNMENT. See also COMMUNITY RESOURCES GUIDE, POLITICAL SCIENCE, PRESIDENTS - U.S.

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LAW-RELATED FILMS

# LAW-RELATED FILMS

BELOW ARE ALL THE FILMS LISTED IN THE ANCHORAGE SCHOOL DISTRICT

INSTRUCTIONAL MEDIA CATALOG, WHICH SEEM TO DEAL WITH LAW-RELATED EDUCATION.

ON THE PREVIOUS PAGE, THESE FILMS ARE ARRANGED BY TOPIC; HERE, THEY ARE  
ARRANGED BY NUMBER.

- R. B.

F-110  
POLICEMAN WALT LEARNS HIS  
JOB  
BFA, 1958 P-I  
10 min. Color  
Shows a young police "Rookie" going through basic training with other policemen and his first day on the job.

F-118  
HOW A BILL BECOMES A LAW  
FLEET, 1960 S  
15 min. B&W  
Shows each step involved in making a bill a law. Covers all possible ways of creating new laws, illustrating them with drawings, maps, graphs and charts and actual scenes of government groups in action.

F-121  
T-MEN OF THE TREASURY DEPT.  
MOT, 1948 I-S  
18 min. B&W  
Dramatizes the duties of the T-Men of the Treasury Department. Tells the story of the six law enforcement agencies and depicts the close cooperation that prevails among the enforcement units. Shows smugglers and "scratchers" trying to outwit the T-Men.

F-122  
CONSTITUTION OF THE U.S.  
EBF, 1956 I-S  
22 min. Color  
Shows the personalities, the differences and the needs which create the compromises out of which the United States constitution emerged.

F-166  
WHY WE RESPECT THE LAW  
Coronet, 1950 S  
14 min. B&W  
Explains the importance of law in keeping order in a society. Shows that respect for the law is developed by a realization that law represents accumulated wisdom, that it is in harmony with laws of nature and that it is necessary to prevent trouble.

F-602  
STATE LEGISLATURE  
ACA, 1948 I-S  
22 min. B&W  
Illustrates the work of the state legislature by tracing the progress of a bill. Shows how a bill originates, is passed through the legislature and is signed by the governor. Includes a sequence showing the law being tested in the state supreme court.

F-617  
A LAW IS MADE  
McGraw-Hill, 1961 S  
28 min. B&W  
An animated chart explains the steps through which a bill becomes a law. Follows the housing act of 1959 from its genesis to its approval by the president. Narration by Senator Joseph Clark of Pennsylvania.

F-620  
F.B.I. (FEDERAL BUREAU OF INVESTIGATION)  
McGraw-Hill, 1957 I-S  
27 min. B&W  
Describes the history, personnel training methods and laboratory techniques of the F.B.I. under the leadership of Edgar Hoover. Shows how certain famous cases have been solved.

F-655  
THE POLICEMAN  
EBF, 1955 P-I  
11 min. Color  
Follows a policeman on his regular day's work. Explains the use of the two-way radio communication on motorcycles and cars. Illustrates pedestrian and vehicular traffic safety, rescue work and apprehension of a speeding driver.

F-758  
THE TRUE STORY OF AN  
ELECTRON  
CF, 1962 S  
56 min. Color  
Follows an actual congressional election campaign from the primaries to the post election evaluations. Discusses volunteer workers financial support, registration, publicity and get out the vote projects.

F-795  
SPEAKER OF THE HOUSE  
JOU, 1964 S  
21 min. Color  
Examines responsibilities and activities of the speaker of a typical state assembly during the course of a legislative day. Speaker is shown fulfilling his double role as politician and lawmaker.

F-827  
THE SUPREME COURT  
EBF, 1954 S  
18 min. B&W  
Discusses history and function of the supreme court. Relates how the court gained its power to determine the constitutionality of federal and state laws. Indicates supreme court procedure in making decisions.

F-1235  
EQUALITY UNDER LAW: Lost  
Generation of Prince Edward County  
EBF, 1967 S  
25 min. Color

When Prince Edward County, Va. closed its public schools rather than integrate them, a generation of Negro children lost four years of education. The Prince Edward case was fought in state and federal courts; a Supreme Court injunction reopened the schools and 99% of the white children continued to attend private school.

F-1236  
JUSTICE UNDER LAW: The Gideon Case  
EBF, 1966 S  
23 min. Color

Shows the concept of justice in terms of the case of Gideon vs. Wainwright (1963). Designed to encourage student inquiry and class discussion.

F-1244  
INTERROGATION AND COUNSEL  
CF, 1967 S  
22 min. Color

The first film is an introduction to one of the profound conflicts of a free society, how a government is to enforce order while providing justice and a maximum of freedom to the individual.

F-1463  
BILL OF RIGHTS IN ACTION:  
Freedom of Religion  
BFA, 1966 I-S  
21 min. Color

In an emergency hearing lawyers argue the constitutional issues in a transfusion case in which the life of an unborn child is threatened because of the beliefs of the parents. This dramatic film is open-ended.

F-1466  
JUSTICE BLACK & THE BILL OF RIGHTS  
BFA, 1969 S  
32 min. Color

Associate Justice Hugo M. Black, of the Supreme Court, has been called the Court's philosopher. In this interview with CBS News Correspondents Eric Sevareid and Martin Agronsky, Justice Black discusses the possible conflict between constitutional law and morality; freedom of speech; and police powers versus the right of the accused.

F-1487  
DAYS OF WHISKEY GAP  
NFBC, 1966 S  
29 min. B&W

Film tells the story of the Northwest Mounted Police and how they tamed the wild Canadian West. Illustrated with rare photographs, artists' sketches, and interviews with oldtimers and veterans of the original force.

F-1620  
JUSTICE, LIBERTY AND LAW  
CF, 1971 S  
22 min. Color

The first film is an introduction to one of the profound conflicts of a free society, how a government is to enforce order while providing justice and a maximum of freedom to the individual. The film sets the Bill of Rights in historical perspective and introduces the specific amendments.

F-1632  
GOVERNING THE STATE  
McGraw-Hill/Con, 1970 S  
11 min. Color

The Governor's role and the role of the state legislature are examined as they formulate, discuss and pass legislation for the good of the people living in the state.

F-1655  
WHY WE HAVE LAWS  
LCA, 1971 K-P  
10 min. Color

An animated story introducing the basic concept of laws. Concludes that no one can live peacefully without rules and that if people help make their own laws they will usually make fair ones.

F-1657  
SHEPPARD CASE: FREE PRESS  
VS FAIR TRIAL BY JURY  
EBF, 1970 I-S  
26 min. Color

A study of the trial of Dr. Sam Sheppard in 1954. Documentary footage of key figures and re-enactment of the crime reveal the conflict between freedom of the press and the right of the accused. Also included are excerpts from the Supreme Court's decision in 1961, reversing the original verdict.

F-1706  
FREEDOM TO SPEAK: PEOPLE  
OF NEW YORK VS IRVING  
FEINER  
EBF, 1967 S  
23 min. Color

Based on the case of Feiner vs. New York, this case study examines and investigates the basic freedom of expression. The case of a college boy convicted of disorderly conduct is followed by an analysis of the majority and dissenting opinions of the justices.

F-1707  
SPEECH AND PROTEST  
CF, 1969 S  
22 min. Color

Third in a series on the Constitution. The film presents enacted episodes with provision to stop the projector for discussion between sequences. For the teacher who is prepared to encourage inductive learning.

F-1761  
THE STRUGGLE FOR WOMEN'S  
RIGHTS  
SND, 1972 I-S  
15 min. B&W

A pictorial cavalcade of the people, places and events that have given impetus and leadership to the struggle for women's rights.

F-1819  
WHY WE HAVE ELECTIONS --  
THE KING OF SNARK  
LCA, 1973 P  
9 min. Color

A tale set in a mythical kingdom demonstrates the concept of holding elections to select government officials.

F-1856  
CAUGHT!  
CC, I-S  
25 min. Color

A new and unique film with an impactful message: "Shoplifters and thieves beware...you're going to get caught!"

F-1883  
NO WALLS: A PRISON FILM  
CF, 1972 S  
26 min. Color

A mountain prison camp where the men work on the roads and hillsides. A film about their feelings on doing time, on society and rehabilitation.

F-1986  
SERVANTS OF THE PEOPLE  
SND, 1974 S  
52 min. Color

Four members of the U.S. House of Representatives give insight into the workings of one of the most powerful legislative bodies.

F-1998  
HERITAGE IN BLACK  
EBF, 1972 I-S  
27 min. Color

A 200 year panorama that stretches from the first struggles of black people to be free of chains to today's struggles to be free of invisible bonds. Reveals the black man's intense participation in American life--fighting for other people's freedom and making important contributions to science, industry, education, music, labor movement, sports.

F-2054  
CHANGING THE LAW  
BFA, 1968 P-S  
23 min. Color

Illustrates that two major antithetical forces are being applied in attempts to change law. One is outside the law, one is responsive to law.

F-2096  
WHY WE HAVE TAXES: THE  
TOWN THAT HAD NO POLICE.  
MAN LCA, 1970 P  
7 min. Color

The simple idea of taxation to accomplish a common goal is shown. The film concludes with examples of modern services provided by taxes.

F-2097  
WHY WE HAVE LAWS: SHIVER,  
GOBBLE AND SNORE  
LCA, 1970 P  
7 min. Color

Using a humorous trio of characters, this film shows why rules are necessary, and goes on to develop the concept of laws.

F-2099  
TROUBLE WITH THE LAW  
LCA, 1973 I-S  
16 min. Color

A college student involved in an auto accident rejects the standards by which the court finds him guilty, and decides that justice has not been served by the legal process.



THE BILL OF RIGHTS AND OTHER  
AMENDMENTS TO THE U. S. CONSTITUTION

On the next page you will find a copy of the Bill of Rights plus some other amendments, all of which have been re-written so that they are more "readable" to your kids. Throughout each of the different books we're using, references are made to various amendments, and the kids are supposed to flip to the back of the book and read the amendments in order to complete the lessons. In their original language, the amendments to our Constitution are pretty tough reading. . . .to kids they're nearly impossible to understand. Although I have not come close to achieving a re-write on the 5th or 6th grade level, I hope I've cleared up the mess a little. Some comments you should keep in mind if you intend to use the "revised" Amendments:

- I've made them easier to read partly by choosing words which the kids might be more familiar with, but also by simply cutting out much of the detail. You should familiarize yourself with the original wording of the particular amendment so that you know what parts of it I've left in and what parts of it I've left out.
- Don't forget that the original wording is still available in the back of your books. (for Lawmaking and Police). Perhaps you might want to use the re-write first, and when your kids have a basic understanding of what the amendment says, go to the full amendment for the details.
- If you can contribute by revising what I've written. . . even just a little bit. . . .please do.
- I've left some of the terms which might appear at first to be "technical," from the students' viewpoint, e.g., "due process" and "equal protection." This is because your students should become familiar with these concepts; they are important phrases.
- The Bill of Rights includes the first 10 amendments. I also included the 14th Amendment because of its importance, and the 26th Amendment and the proposed Equal Rights Amendment because of their recent history.

# BILL OF RIGHTS AND AMENDMENTS TO THE U. S. CONSTITUTION

United States citizens have these freedoms:

**1 st:**

- .religion
- .speech
- .press
- .to gather together peacefully
- .to ask the government to correct injustices.

**2 nd:**

United States citizens have the right to keep and use firearms for national security.

**3 rd:**

Soldiers denied lodging in citizens' homes.

**4 th:**

United States citizens have the right to privacy for themselves, their houses and their belongings. All searching and taking of possessions must be reasonable. A search warrant is required. It must list the place to be searched and what is taken.

**5 th:**

United States citizens have the right to refuse to testify against themselves.

**6 th:**

United States citizens have the right to:

- .a speedy and public trial
- .a jury trial in a criminal case
- .face their accusers.

**7 th:**

United States citizens have the right to a jury trial in civil matters.

**8 th:**

United States citizens have the right to reasonable bail, fines and punishment.

**9 th:**

United States citizens have more rights than those that appear here.

**10 th:**

Some powers are given to the Nation. Other powers are reserved for the States.

---

**14 th:** United States citizens have the right to equal protection of the laws. No one should lose their life, liberty or property without due process of law.

---

**26 th:** United States citizens have the right to vote if they are 18 years old or older.

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PROPOSED AMENDMENT: "EQUAL RIGHTS AMENDMENT" (ERA)

United States citizens have the right to be free from discrimination because of sex.

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# ALASKA STATE LEGISLATURE

## HOUSE

40 members elected for  
two-year terms

|  
SPEAKER

Elected for two-year term  
by members

Majority and Minority  
Leaders

## SENATE

20 members elected for  
four-year terms

|  
PRESIDENT

Elected for two-year term  
by members

Majority and Minority  
Leaders

The organization and procedure of  
each house are governed by the  
same Uniform Rules. The main  
work of the Legislature is accom-  
plished through the nine standing  
committees of each house:

COMMERCE

FINANCE

HEALTH, EDUCATION AND SOCIAL SERVICES

JUDICIARY

LABOR AND MANAGEMENT

COMMUNITY AND REGIONAL AFFAIRS

RESOURCES

RULES

STATE AFFAIRS

Chief Clerk

During legislative sessions these chief  
clerical officers, with the assistance of  
other temporary employees, assist their  
houses with clerical and administrative  
services. The staff of the Legislative  
Affairs Agency provides technical and  
central services for each house, com-  
mittees, and individual members.

Secretary

## INTERIM COMMITTEES AND AGENCIES

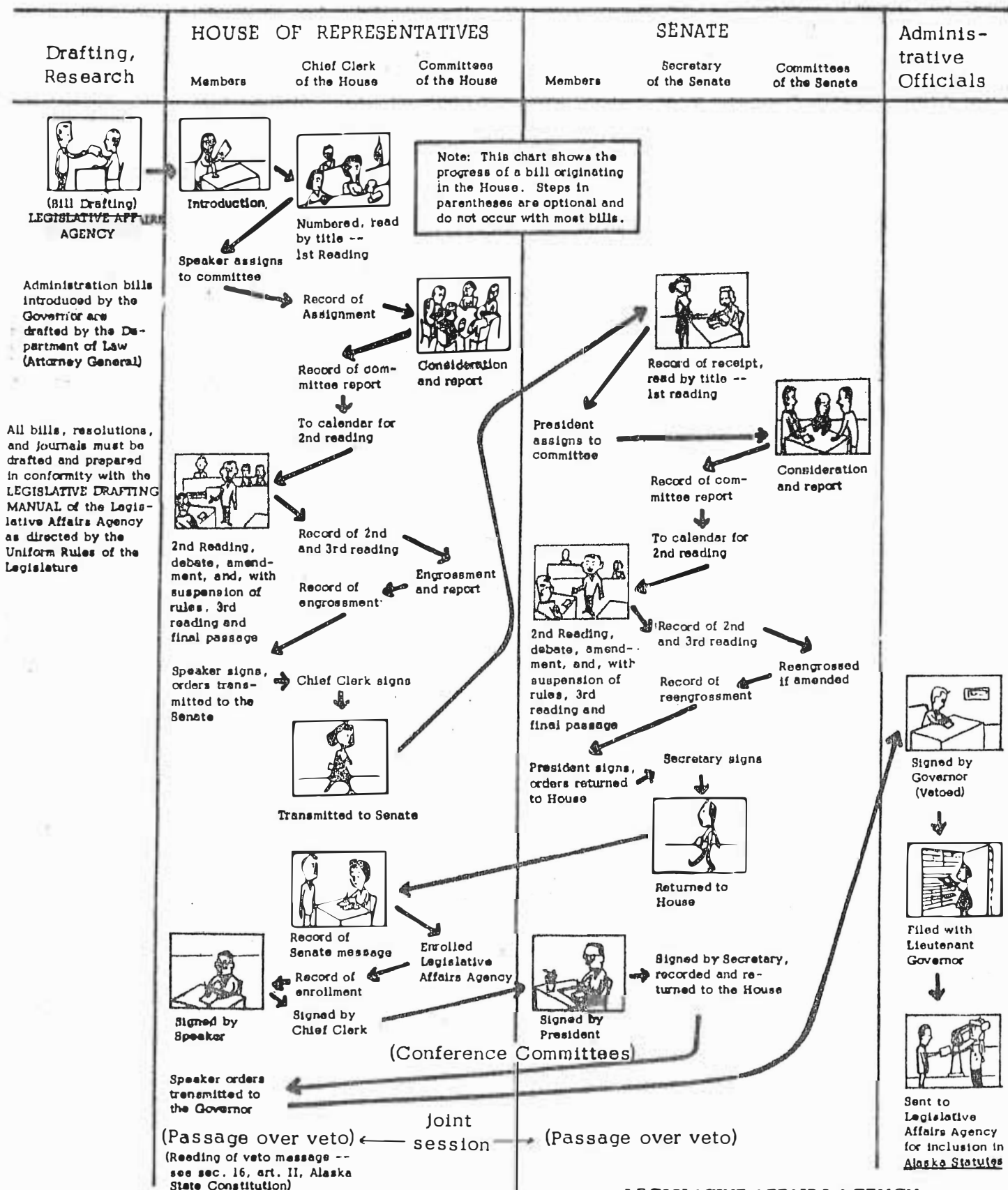
### LEGISLATIVE COUNCIL

A committee of 10 voting members, five from each  
house and representing both parties (speaker and  
president serve ex officio but either may serve as  
one of the five voting members), accomplishes  
its duties through an executive director who heads  
the Legislative Affairs Agency responsible for:  
all administrative services for the branch; research,  
hearings, reports and recommendations; bill draft-  
ing; statute revision; legislative oversight; legis-  
lative aids; counselling for committees; and the  
legislative reference library.

### LEGISLATIVE BUDGET AND AUDIT COMMITTEE

A bipartisan committee of 10 members repre-  
senting both houses which, through the Di-  
vision of Legislative Audit and Division of  
Legislative Finance makes annual audits of  
the books and records of all state agencies  
to see that money appropriated by the Legis-  
lature has been spent and accounted for ac-  
cording to law, and provides the Legislature  
with budget and fiscal analysis.

# STEPS IN THE PASSAGE OF A BILL



# GLOSSARY

- ACQUIT . . . . . To be found not guilty
- ACQUITTAL . . . . . In a criminal case, a finding that the defendant is not guilty.
- ADMENDMENT . . . . . An addition or change to a bill, statute or constitution.
- ALLEGE . . . . . To make or state an accusation.
- APPEAL . . . . . Take a case to a higher court for review.
- ARRAIGN . . . . . To bring a prisoner to the bar of the court to answer the matter charged upon him.
- ARRAIGNMENT . . . . . The bringing of the accused before a judge to hear the complaint so the accused may enter a plea of guilty or not guilty. The judge may decide to set bail during the arraignment.
- ARREST . . . . . Taking a person under control by lawful authority.
- ASSAULT . . . . . An intentional threat which would reasonably make the person threatened feel in danger of physical harm.
- ATTORNEY . . . . . Lawyer, counsel
- AUTHORITY . . . . . Legal right to control--power.
- BAIL . . . . . Money that the judge makes the accused person pay to the court to make sure the accused will show up at the trial. The bail money is usually lost if the accused does not show up at the trial. People who can not pay bail must stay in jail until their trial. Bail is returned after trial.
- BAILIFF . . . . . An officer of the court who has charge of the accused person while he or she is in the courtroom.
- BATTERY . . . . . An intentional and unprovoked harmful physical contact by one person with another person.
- BILL . . . . . A proposed law presented to a lawmaking body.

BOND     A promise to pay a sum of money if the terms of bail are not faithfully performed.

BRIBE.     To give or promise something in order to induce someone to do something illegal.

BURGLARY     The breaking and entering the premises of another with the intent to commit a crime.

CAMPAIGN     The organized effort by different political candidates or organizations for the special purpose of getting someone elected to a government office or some item approved by the voters, such as a tax levy.

CHAMBERS     A place where a judge hears matters not requiring action in court.

CHARGE     1) An instruction given to the jury by the judge;  
2) An accusation made by legal authorities.

CITIZEN.     A person is a citizen of a state or nation if he or she is born there, or chooses to become a citizen of that state or nation. Citizenship gives certain rights, but also imposes some responsibilities.

CIVIL CASE     A lawsuit to enforce a right or gain payment for a wrong (other than a criminal offense) done to a person or party by another person or party.

CIVIL LAW.     The rules which regulate legal affairs between private persons, such as contracts and other agreements.

CLERK.     Court official who keeps court records, official files, etc.

CLIENT     A person who engages the services of a specialist or an institution.

COMPLAINT.     The first paper filed in a lawsuit which states the wrong done to the plaintiff by the defendant and a request for a remedy by the court.

CONCEIVABLE.     Believable; imaginable

CONFESSION     Owning up; telling one's mistakes or wrongdoings.

CONFRONTATION. Meeting face to face.

CONSTITUENT. The basic plan and principles according to which a state or country is governed.

CONTEMPT. A willful disregard or disobedience of the court. Any act calculated to embarrass, hinder, or obstruct the court in the administration of justice.

CONTINUANCE. The adjournment or postponement to a subsequent day of an action pending in a court.

CONTRACT. An agreement between two or more persons where one makes a promise in exchange for something of value.

CONVICTION. In a criminal case, a finding that the defendant is guilty.

CONTRIBUTORY NEGLIGENCE. Negligence on the part of the plaintiff that helped cause his or her injury.

COP A PLEA. To plead guilty to a crime that carries a lesser penalty.

COUNSEL. Lawyer.

COURT. Place where judges hear lawsuits, where lawyers represent each side and witnesses give testimony for the jury to reach a verdict and the judge to make a judgment.

COURT INJUNCTION. An order requiring the person or persons to whom it is directed to do or (more commonly) not to do a particular thing.

CRIME. Any act considered harmful to the general public that is forbidden by law and punishable by a fine, imprisonment, or death.

CRIMINAL CASE. A lawsuit by the government to try to find an accused person guilty of committing a crime.

CROSS-EXAMINE. To examine, through questioning, a witness called by the opposing side, usually with the purpose of disproving his testimony: The defense counsel cross-examines witnesses called by the prosecuting attorney.



CURFEW. . . . . A time set by the authorities after which certain persons (usually juveniles) are not allowed to be out on the streets or in public places. Sometimes exceptions are made such as when juveniles are accompanied by an adult. They may then be allowed to be out after the curfew time.

CUSTODIAL

ARREST. . . . . An arrest which involves holding a person to answer a criminal charge; the mere issuance of a ticket for a simple traffic violation would not ordinarily be a custodial arrest.

CUSTODY. . . . . In the keeping of the police or court.

DAMAGES. . . . . Money that a court orders paid to a person or party (usually the plaintiff) who has suffered a loss by another person or party who caused the loss (usually the defendant).

DANDER . . . . . Anger; temper.

DEFENDANT. . . . . A person against whom a legal action is brought.

DEFENSE. . . . . The evidence offered by the party against which a legal action is brought.

DEFENSE

ATTORNEY . . . . . The lawyer who defends the defendant or the accused person.

DEGRADING. . . . . Disgraceful or debasing; dragging down one's moral character.

DEHUMANIZING . . . . . Depriving of human qualities.

DELINQUENCY. . . . . A term used in place of the word "crime" when youths, or juveniles under a certain age are involved (the age varies from state to state).

DEPOSITION . . . . . Statements a lawyer gets from witnesses before a trial.

DETENTION. . . . . The act or state of keeping in custody; confinement.

DETERENCE. . . . . A way to discourage or prevent a person from committing a crime.

DISORDERLY

CONDUCT. . . . . Acts against the public peace defined by law as disorderly and injurious to the rights of others.

DIVULGE. . . . . To reveal or make public.

DUE PROCESS. . . . Fair treatments.

ENDEMIC. . . . . Characteristic of a place or people; prevalent among a group of people.

ENFORCE. . . . . To require obedience to a rule or a law.

EVIDENCE . . . . . Facts; proof; a statement or a thing that makes clear something is true or happened.

FACT . . . . . Something that exists and is real.

FARCE. . . . . Something that is absurd, ridiculous, or has no meaning.

FELONY . . . . . A very serious crime such as murder, armed robbery, etc. where imprisonment is usually for more than one year.

FORNICATION. . . . Unlawful sexual intercourse.

FRISK. . . . . A pat-down given by police on the outside of a suspect's clothes in search of weapons:

GRAFT. . . . . Taking advantage of one's position to gain something dishonestly; anything acquired by such illegal methods.

GRAND JURY . . . . A jury which hears complaints and accusations of a crime and which can make formal accusations or indictments after which the accused is tried in court.

GRAND LARCENY. . . . Theft of property worth more than a certain amount of money as set by law.

GRIEVANCE. . . . . A complaint about a real or imagined wrong.

GUILLOTINE . . . . . An instrument for beheading, with a heavy blade that slides down between two vertical guides.

HEARING. . . . . A listening (A meeting between the judge or the examiner, parents, and the accused juvenile where each side is presented in a fair manner in order to make the decision about what will happen to the juvenile.)

HERESY . . . . . A belief opposed to church doctrine or dominant opinion.

HOLE . . . . . Isolation; a small room without windows where a prisoner is confined for extraordinary punishment.

IMMORTALITY. . . . Everlasting life.

IMMUNITY . . . . A privilege granted to a person, making him or her exempt from legal prosecution or punishment concerning a particular case.

IMPARTIAL. . . . Fair; without prejudice.

INCORRIGIBLE . . . So bad that it is believed one can't change for the better.

INDETERMINATE  
SENTENCE . . . . A prison sentence for an unspecified number of years.

INDICTMENT . . . . A formal accusation of the commission of a crime against a person by a grand jury.

INTERPRET. . . . To make clear the meaning of.

JOY-RIDING . . . . Stealing a car with the intent to return it after taking a ride. Some state laws make a distinction between joy-riding and outright auto theft, but most do not.

JUDGE. . . . . A person appointed or elected to hear and decide questions of law in court cases, and to make certain that fair procedures are used.

JURISDICTION . . . The geographical area in which a court can hear and decide legal matters.

JURY. . . . . A group of people (usually twelve), chosen by law and satisfactory to both sides of a lawsuit, to decide the facts of a case.

JUVENILE COURT . . A court of summary jurisdiction which without a jury hears cases and determines punishments of youthful delinquents.

LARCENY. . . . . Theft of any kind.

LAW. . . . . A system of rules made by a government to protect society; a statute or act passed by the legislature.

LAWYER . . . . . A person who has been licensed to represent others in legal matters.

LEGISLATURE. . . . A body of elected representatives of the people which passes, or refuses to pass, bills introduced by members of the legislature.

LENIENT. . . . Mild, not harsh or severe.

LIABILITY. . . . A legal responsibility, obligation, or debt.

LITIGATION . . . . A lawsuit; the process of making a lawsuit; the process of making a claim in court.

LOBBYIST . . . . Person who tries to influence the members of a legislative body to stop or to push through bills.

LOITERING. . . . Standing around idly without any real purpose or goal. Just hanging around.

MALICE . . . . An intentional doing of a wrongful act without good cause, with intent to do injury. Evil intent.

MANDATORY. . . . Obligatory; required.

MANSLAUGHTER . . . The unlawful killing of another without malice, which may be either voluntary or involuntary.

MIRANDA WARNINGS The warnings law enforcement officials are required to give suspects before questioning can begin, as specified by the Supreme Court ruling in the case *Miranda v. Arizona*.

MISDEMEANOR. . . . A less serious crime such as resisting arrest or petty larceny (property of small value), where the imprisonment cannot be for more than one year.

MOCK . . . . Make believe.

MURDER . . . . The unlawful killing of another person that is planned in advance with evil intent (malice aforethought).

ORDINANCE. . . . A local law or regulation issued by a municipality or other local government authority.

PENALTY. . . . Punishment.

PENANCE. . . . An act that is performed to make up for wrongdoing.

PENITENTIARY . . . A state or federal prison for those convicted of serious crimes.

PERJURY. . . . Lying which under oath.

PETIT (PETTY)

JURY . . . . . A trial jury which decides questions of fact in a court case.

PETIT LARCENY. . . . Theft of property worth less than a certain amount of money as set by law.

PETITION . . . . . Ask earnestly (Citizens can sign a petition to make a formal request to do something).

PLAINTIFF. . . . . The person or party who files a complaint and brings a legal action against another person or party.

PLEA . . . . . An accused person's answer to an indictment.

PLEA BARGAIN . . . . An informal arrangement between the prosecution and defense, approved by a court, in which a criminal defendant pleads guilty to lesser charges than those brought against him or her by indictment.

POLITICS . . . . . The study of how government operates.

PRECEDENT. . . . . Using previous court decisions for guidance in deciding questions of law in a similar case.

PREDICT... . . . . Forecast or tell beforehand.

PRE-TRIAL

HEARING. . . . . A presentation of testimony and arguments to the judge occurring before the trial.

PROBABLE CAUSE . . . . Reasonable grounds for belief, required by the Fourth Amendment to the Constitution, before any search of the area protected by that amendment can be made.

PROBATION. . . . . A method of treating juvenile delinquents by releasing them in care of their parents or other guardian, but under certain specified conditions, including supervision by an officer of the court, called a probation officer.

PROSECUTOR . . . . . Lawyer who defends the interest and the rights of the people of the state against the defendant in a criminal trial.

PUNITIVE . . . . . Relating to punishment; inflicting punishment.

RECIDIVISM . . . . . Repetition of criminal acts by one person.

RECOGNIZANCE \* \* \* An obligation entered into before the court to do some particular act; release on personal recognizance (rather than bond) would be a release on a defendant's personal promise to appear before the court when required.

RECORD . . . . . The official written report on proceedings in a court of law.

REHABILITATE \* \* \* Making over to a good condition.

REPEAL . . . . . To take back an existing law.

REPORTER \* \* \* \* The court reporter records court proceedings and later makes good copies of some of them. Good records are important when a case is appealed to a higher court.

RESIST . . . . . To oppose by using direct action or some kind of force.

RESPONSIBILITY \* Having an obligation.

RETRIBUTION. . . . The act of giving or receiving punishment that is regarded as equal in severity to the crime committed.

REVENGE/  
VENGEANCE \* \* \* \* Injury or punishment that is inflicted in return for an injury or insult.

SEARCH . . . . . An examination of a person or that person's personal property, house, or other premises in order to locate anything that could be used as evidence in a legal proceeding.

SEARCH  
WARRANT. \* \* \* \* A court order authorizing the police to make a search in a certain place.

SENTENCE . . . . . The punishment or penalty given by the judge to a person convicted of a crime after the jury has given the verdict.

SHOPLIFTING. . . . Stealing goods which are displayed for sale in a store.

STATUTE. . . . . A law passed by a state legislature or the Congress of the United States.

STEREOTYPE . . . To lump people together in one group or category and then to believe that everyone in that group or category is exactly alike,

SUBPOENA . . . A court order to appear in court to give testimony.

TAKE INTO CUSTODY. . . Placed under the physical control of (not necessarily meaning arrested).

TESTIMONY. . . Evidence given by a witness under oath.

TORT . . . A wrong done to another person other than a criminal act.

TRANSCRIPT . . . A written copy.

TRIAL. . . A legal case in a court decided by a judge and jury.

TRIAL JURY . . . A group of citizens that listens to the evidence presented in a courtroom and gives its verdict; also called petit jury.

TRUANCY. . . Unauthorized absence, usually from school.

VANDALISM. . . Deliberate defacement or destruction of property.

VERDICT. . . The decision made by the jury during a trial.

VIOLATE. . . Break.

VOIR DIRE. . . The questioning of possible jurors by the judge and the lawyers to decide whether they are acceptable to decide the case.

WAIVER . . . . A written statement giving up some right, interest, or the like: He signed a waiver on his piece of property.

WARRANT. . . . A written document, issued by a judicial officer, authorizing a law enforcement officer to make an arrest, seize property, make a search, or carry out a judgment.

WITNESS. . . . A person who has information as to what he or she has seen or otherwise observed about a case.

## WRIT OF HABEAS

CORPUS . . . Used to find out if the detaining or imprisonment of a person is unlawful.

## ZONING

ORDINANCE. . . A public regulation specifying the kind of structure which can be built in a particular area.